

**FORM 2**

**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.**

**Program Information**

Program Name: Associates Degree in Nursing to Bachelors of Science in Nursing (ADN-to-BSN)

Institution Name: Olympic College

Degree Granting Unit: Olympic College

(e.g. College of Arts and Science)

Degree: ADN-to-BSN Level: Bachelor Type: Science  
(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Nursing CIP Code: 51.1601  
(e.g. Chemistry)

Minor: \_\_\_\_\_  
(if required for major)

Concentration(s): \_\_\_\_\_  
(if applicable)

Proposed Start Date: Fall Quarter 2007

Projected Enrollment (FTE) in Year One: 15 At Full Enrollment by Year: 2008 : 30  
(# FTE) (# FTE)

Proposed New Funding: \$6,300 per FTE state funds plus \$4,100 per FTE tuition \$100,000  
one time only start up funding for planning during the year (2006-07)  
prior to start up; depending on number of student mix (part-time and  
full-time) \$157,000 year one of operation; \$313,000 in year two and  
following of operation.

Funding Source: ☒ State FTE ☐ Self Support ☐ Other

**Mode of Delivery / Locations**

☒ Campus Delivery - primarily at the Poulsbo campus and perhaps at the Bremerton and/or  
Shelton campuses as required.

(enter locations)

☐ Off-site \_\_\_\_\_

(enter location(s))

☒ Distance Learning - on-line and ITV as needed.

(enter formats)

☐ Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

**Scheduling**

- ☒ Day Classes    ☒ Evening Classes    ☒ Weekend Classes  
☒ Other - Once the classes have been developed and the students surveyed, it will be easier to determine the best schedule to meet the needs of the students. Course schedules will be projected to enable students to arrange their work schedules so as to accommodate school.

**Attendance Options**

- ☒ Full-Time  
☒ Part-Time  
 Total Credits: \*180    ☒ Quarter    ☐ Semester

**\*NOTE:** This program builds on an ADN program and students enter the program with significant general education coursework completed, 40 quarter nursing credits earned through their ADN degree program, and 35 quarter credits for RN licensure. This program, while having 180 total credits, actually only has 40 upper division nursing courses and, depending on courses completed before, during and/or after completing the ADN, may only need as few as 10 credits in general education.

Additionally, pursuant to the Memorandum of Understanding with the University of Washington-Tacoma, Olympic College will not offer upper division nursing courses until the Fall of 2008. Commencing Fall 2007, UW-T will offer the upper division nursing courses while Olympic College will offer general education courses for UW-T ADN-to-BSN students attending at Olympic College Poulsbo and potential Olympic College ADN-to-BSN students.

**Contact Information (Academic Department Representative)**

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Endorsement by Chief Academic Officer

May 23, 2006  
 Date

## RELATIONSHIP TO ROLE, MISSION:

Olympic College serves and enriches all our communities by providing quality education and training for all who seek to improve their lives through learning. We plan to be the center for healthcare education on the Kitsap/Olympic Peninsulas. Our strategic initiatives call for an increase in outreach to the diverse populations of our service area. We plan to specifically target first generation college students, tribal members, diverse student populations (gender/ethnicity/economically disadvantaged) and adult learners of all ages. By providing an ADN-to-BSN program, we meet the career ladder needs of current and future nursing professionals by enhancing the education provided at Olympic College through our Nursing Assistant, Practical Nursing, Transition to Associate Degree in Nursing (ADN), and ADN programs, a career ladder that ultimately prepares students for a career as a Registered Nurse (RN). Each of these programs increases the skills of individuals and helps meet the needs of healthcare facilities on the Kitsap/Olympic Peninsulas. Through articulations with other institutions on the Peninsula who have ADN programs and active recruitment of practicing RNs, we believe we will achieve our mission by providing these students a BSN program, and in turn, providing the community a BSN-prepared Nursing workforce.

This program provides students with an ADN and RN licensure the opportunity to complete a BSN by building on their ADN programs. Although the proposed BSN program has a total of 180 quarter credits, it is possible for students to enter the ADN-to-BSN program with up to 140 quarter credits. For these students, only 40 upper division nursing courses are required for the BSN degree. This is similar to other ADN-to-BSN degree programs offered at four year institutions in Washington State. Because students come to this program with a significant number of credits, program costs are somewhat lower than other Baccalaureate degrees proposed by community colleges. Once infrastructure; e.g., course development, staff professional development, and library enhancements, are in place, it is envisioned the primary costs will be for administrative, staff, and faculty salaries and benefits. Please note that the cost for staff required for the clinical experiences of an ADN program is substantially less in a BSN program. Students entering the ADN-to-BSN program are all licensed nurses so the requirement for constant clinical supervision is less than for ADN students.

## STATEMENT OF NEED:

While the need for RNs has been documented by countless studies, the question is often posed as to why an RN with an ADN would need a BSN. The following is a statement published by the American Association of Colleges of Nursing (2004) addressing the need for BSN-prepared nurses:

**“With patient care growing more complex, ensuring a sufficient RN workforce isn't merely a matter of how many nurses are needed, but rather an issue of preparing an adequate number of nurses with the right *educational mix* to meet health care demands.”** The National Advisory Council on Nurse Education and Practice has urged

that at least two-thirds of the basic nurse workforce hold baccalaureate or higher degrees in nursing by 2010. Currently, only about 43 percent do.

Moreover, a 1995 report by the Pew Health Professions Commission called for a more concentrated production of nurses from bachelor's- and graduate-degree programs. Today's rising need for registered nurses does not appear to be a repeat of the widespread nursing shortage of a decade ago, when employers hired qualified entry-level RNs virtually regardless of their nursing degree preparation.

Rather, today's demand is different because:

- **Employers are seeking nurses prepared at the bachelor's and graduate-degree levels** who can deliver the higher complexity of care required across a variety of acute-care, primary-care, and community health settings, and to provide other needed services such as case management, health promotion, and disease prevention.
- **Demand is particularly acute for nurses in key specialties**, such as critical care; neonatal nursing; emergency, operating room, and labor and delivery units; and for advanced practice RNs such as nurse practitioners and clinical nurse specialists.
- **Though hiring of RNs is accelerating in more cities, today's demand varies region by region, market by market**, contrary to the pervasive nationwide shortfall of RNs in the late 1980s.

**Flexibility is the key.** All projections forecast accelerating demand for nursing care and for nurses with expanded education and skills. Still, the accelerating demand for RNs varies by region and market. As a result, flexibility is essential for both entering and moving within the profession. The BSN allows more career mobility.

Source: <http://www.aacn.nche.edu/education/Career.htm>

*Last Updated: March 10, 2004*

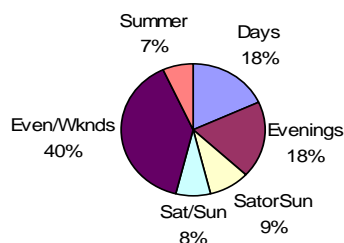
### **Student Demand:**

For whatever reason students enter nursing programs, they soon learn that to meet the challenges faced by nurses everyday, it becomes crucial to embrace lifelong learning and to continue to obtain higher levels of education. The program proposed by Olympic College addresses the recommendations set forth by the *Washington Higher Education Coordinating Board, Regional Needs Assessment, October 2005*, by increasing access to baccalaureate level education and accommodating student demands for additional degrees.

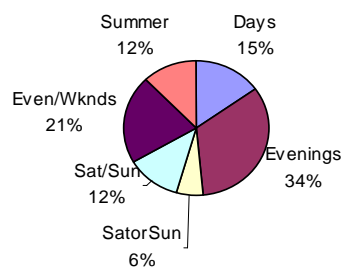
In January 2006, Olympic College's healthcare programs department surveyed the current associate degree nursing students (ADN) to assess their interest in earning a BSN

degree. Of the 64 student respondents, 58 (91%) indicated interest in a locally offered ADN-to-BSN program. Additionally, in November 2005, a survey conducted by the Olympic Health Care Alliance, a health care skills panel comprised of representatives from all health care agencies in Clallam, Kitsap, and Jefferson counties, found that 90% of the currently employed RNs surveyed (n=96) indicated high interest in a locally offered ADN-to-BSN program.

**Survey 1 - Nursing Graduates**



**Survey 2 - Current Nursing Students**



Peninsula College, located in Port Angeles, is planning to conduct similar surveys to help identify the need for this program by their current ADN students and practicing RNs.

The program, during year one (2007-08), will provide approximately 35 students an opportunity to take four upper division nursing courses (4 credits Fall, 3 credits Winter, and 3 credits Spring) offered by the UW-T at the OC Poulsbo campus. Part-time students may choose to take only these courses; however, it is projected that students will take general education courses required for the BSN during this year. In addition to lower division general education courses, we plan to offer customized upper division general education courses.

During year two (2008-09), it is estimated that 25 of the 35 students who began the program as UW-T BSN students will elect to continue with Olympic College. An additional 25 students are estimated to begin the ADN-to-BSN program on a part-time basis. Finally, it is envisioned that 10 students will elect to attend the ADN-to-BSN program as full-time students. As the curriculum is developed, scheduling will permit students either a full-time or a part-time option. Estimated headcount shown in the table on Form 5 is a conservative estimate of student enrollments. For year three, and all subsequent years, we estimate 25 part-time students will continue from the previous year, 25 new part-time students will enroll, and 10 full-time students will start and complete the program.

Estimates are based on the need for baccalaureate-prepared nurses in the area. In 2005-06, Olympic College applied for and was granted a high demand, high wage allocation to increase the number of annual ADN students by 25 resulting in a first year cohort of 70 (instead of 45) students. The increase in enrollments presented no problems in finding students to fill those added spots given an applicant pool with a one to two year wait for admission to the ADN program. Olympic College has been graduating approximately

50+ ADN students each year for the past two years (approximately 40 ADN students plus 10 TADN (LPN-to-RN) students) and at least 40 students each year for the last few decades. Despite encouraging students to pursue baccalaureate degrees in nursing, only a small fraction of these students have taken advantage of the one local program. Anecdotal reports indicate the teaching methodology used in this program is not an interactive strategy. The program offered by the University of Washington-Tacoma is excellent; however distance, travels costs, and time limitations of working nurses prevents large numbers of Kitsap/Olympic Peninsulas students from enrolling. To fill this need, Olympic College is building on our strong ADN program by offering an ADN-to-BSN program locally.

### **Employer Demand:**

*The Washington State Board for Community and Technical Colleges Research Report No. 05-1* (April 2005) states, “**an applied baccalaureate degree would be beneficial to their employees who wish to be promoted to higher level management or specialty positions.**” One industry representative working in the health care industry noted, “Simply having the technical skills isn’t enough for management or higher level positions, and employees often fail when promoted as they are not adequately prepared.” Employers are interested in expanding options for technical workers . . . who possess both a baccalaureate degree and job-specific skills. This ADN-to-BSN program would address this need. This need is echoed in the *Regional Needs Assessment October 2005* that indicates health care practitioners need higher levels of education. Of the projected health care workers needed, half need entry level education and **half need ultimate educational preparation (at least bachelor’s level education)**. Additionally, the *Washington State Occupational Forecast* along with the *Higher Education Coordinating Board (HECB) Analysis of Training Levels* projected a two percent growth in nursing in the State through 2012; with a **minimum of 1,800 requiring bachelor level education**.

The *Washington State Job Vacancy Survey* released in July 2005 states, “the occupation with the most unfilled positions is Registered Nurses (RN), with an estimated 4,473 vacancies statewide. This represents a sizable jump of 53% from the previous survey period.” Locally, the vacancy rate is higher than the state average. From April to May 2005, the Olympic Workforce Development area had 357 Registered Nurse job vacancies and, in the Pacific Mountain Workforce Development area, there were 452 RN vacancies. There has been a steady incline of RN job vacancies since October 2003 according to the same report. The rate of job vacancies for RNs is 6 percent statewide, however, in the Pacific Mountain and Olympic Workforce Development areas, the rates are 11 and 9 percent respectively. *Progress 2004: A Report of the Health Care Shortage Task Force* recommended to the legislature in January 2003 that although advances in reducing the health care shortage had occurred, education capacity needed to expand in order to meet the ongoing need. According to the Robert Wood Johnson Foundation January 2005 article, “Charting Nursing’s Future”, the national demand for RNs will accelerate through 2020, creating an even larger gap between supply and demand: approximately 150,000 in 2005; 275,000 in 2010; 507,000 in 2015; and, 808,000 in 2020. In response to these findings, the Health Care Shortage Task Force categorically recommended post-

secondary institutions continue to expand educational capacity in high demand health care programs.

As a regional medical center, Harrison Medical Center in Bremerton is striving to attract and retain professional nurses committed to nursing excellence, professional practice, and evidence-based practice. One major national designation that helps a facility demonstrate its commitment to these standards to the community and its staff is the Magnet recognition program through the American Nurse Credentialing Center (ANCC). To become a Magnet facility, Harrison Medical Center must demonstrate commitment to excellence in nursing practice, to nursing education, and promotion of nursing excellence at the bedside. One of the ways to measure these criteria is through the number of staff bachelors or masters prepared or certified in nursing specialties.

Currently, Harrison Medical Center has approximately 39% bachelor or master-level prepared nurses. The nursing administration's goal at Harrison Medical Center is to have 70% of its nursing personnel educated at the BSN level or higher. This equates to more than **100** of Harrison's current nursing personnel seeking higher education. Promoting professional practice and raising the level of quality at the bedside comes from increased educational levels of caregivers. Having a BSN program offered locally, that the Medical Center can promote to the staff, will help Harrison obtain Magnet status, and more importantly, increase the quality of nursing care provided to the community. The nurse with a BSN has the background and depth of knowledge to apply research findings at the bedside thus enhancing nursing care delivery.

In addition to the needs of Harrison Medical Center, nurses who work at local public health agencies **MUST** be baccalaureate prepared. The same is true for nurses employed by the local mental health agencies. Further, a baccalaureate degree is the minimum requirement for active duty RNs employed at Naval Hospital Bremerton.

### **Community Demand:**

Olympic College is located in Kitsap County, the second most densely populated county in the State of Washington (<http://www.ofm.wa.gov/census2000/pl/maps/map03.tm>). The population of this area is expected to grow from 300,000 to 500,000 in the next ten years. The May 3, 2006 edition of the Kitsap Sun reported the Bremerton Area was ranked by Inc. Magazine as tenth among small cities (fewer than 150,000 jobs) and thirteenth overall in terms of job growth. The impact of this designation will have a profound effect on the growing population of this area. With a growing population comes a growing need for health care; especially in the areas where nurses with higher education are required. The following are excerpts from a 2004 report from the American Association on Colleges of Nursing documenting the need for BSN prepared nurses:

- The BSN nurse is prepared for a broader role of practice.

- The BSN nurse practices in all health care settings -- critical care, ambulatory care, public health, and mental health -- and thus has the greatest employment flexibility of any entry-level RN.
- The BSN curriculum includes a broad spectrum of scientific, critical-thinking, humanistic, communication, and leadership skills, including specific courses on community health nursing not typically included in diploma or associate-degree tracks. These abilities are essential for today's professional nurse who must be a skilled provider, designer, manager, and coordinator of care. Nurses must make quick, sometimes life-and-death decisions; understand a patient's treatment, symptoms, and danger signs; supervise other nursing personnel; coordinate care with other health providers; master advanced technology; guide patients through the maze of health resources in a community; and teach patients how to comply with treatment and adopt a healthy lifestyle.

As the population of the Kitsap/Olympic Peninsulas grows and ages, the need for baccalaureate prepared nurses is also expected to grow.

## **SUPPORT OF THE STATEWIDE STRATEGIC MASTER PLAN FOR HIGHER EDUCATION:**

*The Strategic Master Plan for Higher Education 2004* from Washington State addresses the need to increase the number of degrees in high-demand fields. When considering policy and practice in the state of Washington, the legislature in the 2003-2005 sessions identified what they believed to be high-demand fields. Careers in nursing and health care were listed as the number one high-demand field.

## **RELATIONSHIP TO OTHER INSTITUTIONS:**

An ADN-to-BSN program is offered by Old Dominion University in Kitsap County; however, the program features a teaching strategy (one-way, videotaped lectures and some on-line classes) that meets the needs of only a few students. Since the program started in 1998, only 10 graduates from the Olympic College ADN program have enrolled in the ODU program.

The University of Washington-Tacoma offers an excellent ADN-to-BSN program; however, busy schedules of working nurses, family obligations, transportation costs, traffic tie-ups exacerbated by the construction of the new Tacoma Narrows Bridge/Highway 16 corridor expansion, and distance to Tacoma prohibit many ADN-prepared students on the Kitsap/Olympic Peninsulas from attending.

The ADN-to-BSN program offered by Olympic College provides a BSN that is convenient for students living on the Kitsap/Olympic Peninsulas. The curriculum will specifically address the needs of the various populations living on the Peninsula; such as tribal health; the industrial health issues of Shipyard workers; special health needs of



rural communities, especially for individuals and communities with limited financial resources; and health care needs of Navy families.

The Olympic College ADN-to-BSN program features a unique collaboration with the University of Washington-Tacoma ADN-to-BSN program in that the first year of classes, instruction and administration of the program will be “jump started” by UW-T offering these services at the Olympic College Poulsbo campus (Please see **Appendix 1** for a copy of the Memorandum of Understanding between Olympic College and the University of Washington-Tacoma). Initial planning calls for UW-T to offer four baccalaureate courses (two in the Fall, one in the Winter and Spring). While these courses are being offered, Olympic College faculty will attend graduate nursing education courses at UW-T to help them design the curriculum for the OC ADN-to-BSN program. At the end of the first year, students will have the option of continuing their studies as OC ADN-to-BSN students at the Poulsbo campus or commuting to Tacoma to finish the degree as a UW-T student.

Articulation agreements will also be established with other community colleges on the Peninsula that will allow their ADN students to easily transfer to the OC ADN-to-BSN program.

Collaboration will be sought with master’s degree conferring institutions; e.g., University of Washington, Pacific Lutheran University, and others to facilitate the moving of OC BSN students to MSN degree options. One of the crucial barriers to expanding current ADN programs is the lack of qualified Master’s-prepared nurse educators. It is envisioned the increase in BSN nurses will allow more nurses to pursue Master’s degrees and careers in teaching.

## **Program Description**

### **Objectives**

The main **objective** of the ADN-to-BSN program is to build upon existing knowledge and expertise to promote stronger clinical reasoning and analytical skills resulting in excellent nursing care delivery to individuals, families, groups, and communities. The curriculum focuses on critical inquiry and analysis in an environment conducive to adult learning. The ADN-to-BSN program is designed to meet the needs of working registered nurses, provide access to higher education to place bound students, and enhance educational and career opportunities.

### **Goals**

The ADN-to-BSN program has among its goals to:

- Enhance professional development by building on initial nursing preparation
- Prepare students for a broader scope of practice (community health, leadership and research)

- Increase knowledge and understanding of cultural, political, economic and social issues affecting clients in health care delivery
- Increase ability for contributions to their communities
- Enhance employment opportunities and wage earning
- Bridge to Master's level education and beyond

The ADN-to-BSN course of study will provide opportunities for professional growth of each individual student and the accomplishment of the following **learner outcomes**:

- **Communicate** effectively in writing and speech.
- Promote **communication** between clients from diverse backgrounds.
- Accept **accountability** and **responsibility** for professional development and practice within the legal and ethical framework of nursing, including awareness of limitations in knowledge and seeking opportunities to enhance competent practice.
- Demonstrate **critical thinking**, competent **clinical reasoning** and **analytical skills** necessary for safe quality nursing practice.
- Demonstrate **cultural sensitivity** as shown by thought processes and behavior.
- Empower individuals, families, and the community to develop positive health behaviors through **health promotion** and **health education**.
- Integrate methods of **research** and scholarship in making and prioritizing diagnoses, planning, implementing and evaluating care of individuals, groups, and communities.
- Demonstrate the ability to positively adapt to the **dynamic of change** present in health care settings.
- Provide holistic health care that enhances a client's **dignity** and reflects a commitment to **caring**.
- Demonstrate **leadership** abilities and political skills to attain quality care for families, groups and community clients.

## Curriculum

The Olympic College ADN-to-BSN program is designed for Registered Nurses with an associate degree in nursing or with a diploma in nursing. The main objective is to build upon existing knowledge and expertise in order to promote stronger clinical reasoning and analytical skills resulting in excellent nursing care delivery to individuals, families, groups, and communities. This program is designed to meet the needs of working Registered Nurses. The program will start with a part time option with the desire to offer both part time and full time options in the future. The program will emphasize individualized advising to meet the needs of multiple role adult learners. Days, evenings and weekends may be utilized to provide flexible course schedules for students. Delivery methods will include traditional classroom instruction, web-based formats and possible distance learning opportunities should the need arise. Delivery of the OC ADN-to-BSN program will occur at Olympic College on the Poulsbo campus. Olympic College plans to initiate articulation agreements with associate degree nursing programs in our region.

Articulation agreements will serve as a seamless model program of studies from ADN-to-BSN education and be consistent with the current statewide model.

The model program of studies includes:

- Courses required for admission to the two year ADN program (many of these courses also meet general education or ADN-to-BSN admission requirements)
- The two-year ADN Program
- The ADN-to-BSN program at Olympic College

Articulation agreements are designed to benefit students and enhance coordination and recruitment for all programs. Although individual programs had agreements, statewide articulation agreements came into being in Washington State in 1999 under a program called Excellence in Nursing Education. Articulation models in nursing education are strongly supported by the Council of Nurse Educators in Washington State (CNEWS).

The OC ADN-to-BSN degree will require completion of 180 credits of course work. The distribution of credits, upper division nursing coursework, admission requirements, and general education requirements are listed in the tables below.

### **180 Credits Required for ADN-to-BSN Degree**

Requirements	Credits
General Education credits (total earned in ADN and/or BSN)	65
Nursing credits in ADN	40
Nursing credits for RN licensure	35
Upper division nursing courses	40
<b>Total</b>	<b>180</b>

### **Upper Division Nursing Coursework**

ADN-to-BSN Courses

40 Credits Required

Course Number	Course Title	Credits	Quarter Offered
BNURS 340	Clinical Nursing Phenomena	3	Fall/Winter

BNURS 350	Critical Analysis and Writing to Improve Decision Making	3	Fall/Summer
BNURS 402	Families in Society	3	Winter/Spring
BNURS 403	Introduction to Research in Nursing	3	Fall/Spring
BNURS 407	Diversity: Issues of Exclusion and Inclusion	3	Fall
BNURS 408	Individuals, Families and Groups: Promoting Health through Partnership	3	Winter/Spring
BNURS 409	Health, Communities and Populations	6	Winter/Spring
BNURS 410	Ethical Issues in Clinical Practice	3	Winter/Spring
BNURS 412	Nursing and Health Care Systems	3	Winter/Spring
BNURS 430	Interpersonal Relationships in Nursing	3	Fall
BNURS 450	Initial Connected Learning	1	Fall/Summer
BNURS 451	Final Connected Learning	1	Spring
BNURS 497	Selected Topics in Nursing	3	varies
BNURS 498 or BNURS 499	Special Project in Nursing or Undergraduate Research	2	varies
<b>Total</b>		<b>40</b>	

### Admission Requirements

Applicants to the OC ADN-to-BSN program must meet the following requirements:

- Current licensure as a registered nurse in the state of Washington (Provisional admission is offered to students in the last year of an associate degree program in nursing). Advanced placement credit is awarded based on verification of successful completion of NCLEX (RN) exam.
- One year of clinical practice (Nursing school clinicals apply as experience)
- A cumulative GPA of at least 2.5 in all college coursework
- A minimum of 35 quarter credits completed general education requirements
- 35 credits for RN Licensure
- 40 nursing credits from Associate Degree Nursing program
- A minimum grade of 2.0 in each of the prerequisite courses
- Admissions will be offered to applicants starting with the highest GPA in nursing course work and continue until admissions are complete.

- If a tiebreaker is needed the number of years of active clinical practice will be the deciding criteria.

### 65 credits in General Education Requirements\* for ADN-to-BSN Degree

<b><u>ADN-to-BSN General Education Requirements</u></b>	
Foreign Language	Two years in high school of the same foreign language or 10 credits of one language at the college level
Mathematics	Requirement fulfilled by advance <b>math</b> or <b>statistics</b>
Quantitative/Symbolic Reasoning	5 credits Requirement fulfilled by advance <b>math</b> or <b>statistics</b>
Writing	15 credits Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework <sup>1</sup>
Humanities	15 credits College-level foreign language credits can be applied toward this requirement, and may be completed while in OC ADN-to-BSN program
Social Sciences	15 credits May be completed in OC ADN-to-BSN program
Natural Sciences	28 credits Must include 5 credits of <b>chemistry</b> (Chem. 100 or 101), 10 credits of <b>anatomy</b> and <b>physiology</b> (can be met via examination), 3 credits of <b>microbiology</b> (can be met via examination), 5 credits of <b>advanced math</b> (can be petitioned) and 5 credits of <b>statistics</b>
Electives	To complete total of 65 general education requirements.

\*General education requirements can be met with lower division or upper division coursework.

<sup>1</sup>10 additional credits of writing-intensive coursework may be met through coursework in the OC BSN program.

## Course Sharing

The upper division nursing course work will be completed in the nursing discipline. Students have general education requirements and electives that can be completed at the lower or upper division level. These courses are required from several academic disciplines. These disciplines include humanities, social sciences, and natural sciences.

### Curriculum Plan for ADN-to-BSN (Part-time)

<b>YEAR 1</b>			
Summer	Fall	Winter	Spring
Elective coursework	BNURS 350 BNURS 407 BNURS 450	BNURS 340 BNURS 410	BNURS 403 BNURS 412
<b>YEAR 2</b>			
Summer	Fall	Winter*	Spring*

Elective coursework (if not taken previously)	BNURS 430 Elective coursework	BNURS 402 BNURS 408	BNURS 409 BNURS 451
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*\*Winter and Spring plans in Year 2 are interchangeable. Courses are offered in both quarters.*

### Curriculum Plan for ADN-to-BSN (Full-time)

<b>YEAR 1</b>			
Summer	Fall	Winter	Spring
BNURS 350 BNURS 450 Elective coursework	BNURS 340 BNURS 403 BNURS 407 BNURS 430	BNURS 402 BNURS 408 BNURS 410 Elective coursework	BNURS 409 BNURS 412 BNURS 451

## Use of Technology –Infrastructure Requirements

Technology will be incorporated throughout the curriculum. Students will utilize multi-media technology in individual and group-learning opportunities to research, prepare, and present information to peers, faculty, and clients. Students have access to state-of-the-art computer laboratories, library resources, and audio-visual media services at both the Poulsbo and Bremerton campuses.

Courses will be taught using a variety of technology-based methodologies. Some content will be classroom-based and will be augmented with web sources, PowerPoint, and other educational/healthcare software. Courses may be taught using techniques such as ITV, distance learning, hybrid classes, and on-line interactions with faculty and peers. Students may elect to utilize Meti-man, a simulation manikin, in certain projects. There will be opportunities for student collaboration with peers and faculty to demonstrate academic competence in a rigorous curriculum enhanced by technology.

The following infrastructure is currently in place and ready to meet the demands of ADN-to-BSN students and those completing general education requirements:

- Multicultural Center Program
- Women's Programs
- Funding and personnel for outreach to diverse populations
- Educational planning resources (transfer advisor)
- Writing/mathematics tutoring centers
- Counseling services
- Library resources
- Industry/community support
- Olympic College Foundation
- Financial Aid for Students
- State-of-the-art teaching/presentation stations in all classrooms
- Computer laboratories for students
- State-of-the-art nursing laboratory facility including Meti-man

There will be some requirements for additional infrastructure. Office computers will be required for new faculty and for staff who will be hired to provide administrative program support. During the planning year, library media services and instructional technology faculty and staff will be consulted to determine specific hardware and software that will be needed to fully support students. Over \$98,000 is available in the five-year budget projections to procure necessary equipment and materials. Additionally, over \$86,000 is available to enhance existing library resources. Library faculty from UW-T and OC have begun collaborating to identify materials that will be needed to augment OC library collections. We are following NLNAC recommendations for library resources for baccalaureate education.

## **Faculty**

During the planning year, 2006-2007, Olympic College and University of Washington-Tacoma faculty will collaborate to develop the Olympic College ADN-to-BSN curriculum and course schedule. Once the curriculum and proposed course schedule has been developed, Olympic College will have a better expectation of mix of ADN-to-BSN faculty needed and whether they will be hired on a part-time or full-time basis. Presently, the four-year budget projection is funded to provide two Nursing faculty members, one full-time and one part-time. Faculty will be placed on the current salary schedule. There will be additional fiscal resources to provide stipends for ADN-to-BSN faculty during summers to complete research, program assessment, or other related projects. Olympic College anticipates recruitment of faculty members with doctoral degrees in nursing and prior experience in ADN-BSN education. Additionally, current OC ADN faculty are all master's prepared and have a wide variety of areas of specialization. It is anticipated many of these professors will choose to teach in the ADN-to-BSN program. A list of current, tenured, tenure-track, and part-time Nursing faculty is found on Form 6.

Olympic College ADN-to-BSN nursing faculty will be hired and begin instruction in the second year of the program (2008-2009). Pursuant to the Olympic College and University of Washington-Tacoma Memorandum of Understanding (MOU) previously mentioned, during the first year of the program, (2007-2008) University of Washington faculty will teach the curriculum. At the end of the second year, Olympic College faculty will assume instructional responsibilities, as previously mentioned.

## **Students**

Olympic College strategic initiatives call for an increase in outreach to the diverse population in our service area. There are many diverse groups that could potentially generate student FTEs for the ADN-to-BSN program in coming years. Initial post-secondary education for these students would require attainment of an Associate Degree in Nursing. Olympic College has received a grant to improve recruitment and support of students with diverse backgrounds and needs. In addition, the college has an active Multicultural Center to serve all students. The potential for diverse enrollment would include students who are first generation college students, tribal members, economically

disadvantaged, adult learners of all ages, and those from underrepresented groups in Nursing with respect to gender and ethnicity.

**Time to completion** of the BSN is going to be flexible based upon the students' individual needs. The program is designed to meet the demands of working Registered Nurses with multiple role demands. Below are sample schedules for part time (two-year completion) and full time (1-year completion) options. It is feasible that students will enter the ADN-to-BSN program with completion of all general education requirements, which will further accelerate time to degree completion. Students may also opt for a three-year program completion if they have significant or time-demanding roles in their professional and personal lives; however, given the probability for non-completion, needs assessment data will have to be obtained to warrant a three-year completion option. For the first year in which students will be admitted (2007-08), two courses will be offered in Fall (4 credits total), and one course (3 credits) in Winter and Spring by University of Washington-Tacoma faculty. The time and day of the week for course offerings will be based on student needs.

### **Program Assessment and Student Assessment**

To support and document student progress toward achievement of program **goals** and **student learning outcomes**, each student will be required to submit a portfolio of work completed during the student's program of learning. Formative evaluations will be completed throughout the course of study and summative evaluations done at the end of each course and prior to program completion.

Graduate surveys will be done 9-12 months post graduation to assess the graduate's perception of achievement of program goals and outcomes. Employer surveys will be done 9-12 months post graduation to assess the employer's perception of the graduate's preparation for baccalaureate level nursing practice.

The Olympic College ADN-to-BSN program will also assess program goals, student outcomes, and overall program quality and integrity by implementing and evaluating the accreditation standards of either the National League of Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE). Program and student/graduate assessment data will be used to evaluate the ADN-to-BSN program and guide revisions of curriculum and methodologies to ensure a program reflective of quality and integrity, including meeting its program goals and learning outcomes. Program assessment, evaluation, and revision are a commitment of the OC ADN-to-BSN program as evidenced by its decision to seek voluntary accreditation by either CCNE or NLNAC.

Finally, members of the Nursing Programs Advisory Board, consisting of key representatives of the health care community, will also provide input.



## **Finances/Program Costs**

The following budget demonstrates the projected revenues and expenditures for the program. Program costs are explained in the budget. Revenue for the first year (2007-08) will be generated from State funding for 15 FTEs plus tuition. Expenditures during the first year (2007-08) include contracted payments to University of Washington-Tacoma for assistance provided in the delivering of the OC ADN-to-BSN program. Financial impact to Olympic College advising, library, and other student service departments is projected to be minimal as these facilities are currently in place; however funds have been allocated to augment their existing budgets. Personnel expenditures include salaries and benefits for a program director and clerical support who will be hired during that first year. A part-time nursing advisor will be hired to provide direct and indirect support to enrolled and potential RN-to-BSN students. Anticipated responsibilities for the nursing advisor include information sessions, advising, orientation sessions, recruitment, and program promotion, student assistance including curriculum mapping and community relations to develop clinical placement. This person will be mentored by the UW-T nursing advisor who will also be providing advising support as part of the contracted services. Library resource enhancements and funds for printing, supplies, marketing, and equipment are also included. We envision no reallocation of funding from other programs.

In the second year (2008-09), and all subsequent years, tuition and state funding is based on 30 FTEs. We envision full enrollment by this second year of the program (2008-09). In this year, contract payments to UW-T cease as OC faculty assume instructional and program administration duties. In the third year of the program, expenditures increase primarily due to salaries and benefits for new OC faculty and staff.

We do not anticipate negative impacts on other programs at Olympic College. In fact, the opposite may be more of a reality. Some students will need to take general education courses if they did not completely fulfill these requirements in their Associate Degree education. It is expected this will provide other disciplines within the college the opportunity to expand their course offerings to included upper division classes. We expect this will be considered a welcomed challenge for the professors in these disciplines. A number of general education professors who hold Ph.D.'s in their field and may be interested in developing upper division courses are listed on Form 7 below.

**Five Year Budget Projection  
CTC Baccalaureate**

Academic Year	2007-08	2008-09	2009-10	2010-11	2011-12
FTES	15	30	30	30	30

**REVENUE**

Tuition	\$ 61,500	\$ 123,000	\$ 123,000	\$ 123,000	\$ 123,000
State Funding	\$ 94,500	\$ 189,000	\$ 189,000	\$ 189,000	\$ 189,000
Student Fees	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000

<b>Total Revenue</b>	\$ 157,000	\$ 313,000	\$ 313,000	\$ 313,000	\$ 313,000
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**EXPENDITURES**

UWT Contract Services	\$ 50,727	\$ -	\$ -	\$ -	\$ -
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**Faculty**

Nursing Faculty	\$ -	\$ 54,000	\$ 55,620	\$ 57,289	\$ 59,007
Part-time Nursing Faculty	\$ -	\$ 27,000	\$ 27,810	\$ 28,644	\$ 29,504
Library Faculty	\$ -	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782
Benefits @ 30%	\$ -	\$ 33,300	\$ 34,299	\$ 35,328	\$ 36,388
Summer Stipends (includes benefits)	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000

**Administration**

Director (Note 1)	\$ 20,000	\$ 20,600	\$ 21,218	\$ 21,855	\$ 22,510
Office/Clerical Support	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,391	\$ 16,883
Benefits @ 30%	\$ 10,500	\$ 10,815	\$ 11,139	\$ 11,474	\$ 11,818

**Support (Student Services)**

Nursing Advisor	\$ 15,000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709
Benefits @ 30%	\$ 4,500	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113
Library Resource Enhancement	\$ 10,000	\$ 10,000	\$ 5,000	\$ 5,000	\$ -
Tutoring Support/Retention/Placement	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Student Services Support (Fin. Aid, Admissions, etc)	\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000

**Professional Development**

Faculty Curriculum Development (stipends)	\$ 6,273	\$ -	\$ -	\$ -	\$ -
Faculty Professional Development (general)	\$ -	\$ 5,000	\$ 4,000	\$ 4,000	\$ 4,000
OC/UWT Faculty Retreat	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ 2,000	\$ 2,835	\$ 1,540	\$ 1,540	\$ -

**Supplies, Services, & Equipment**

Printing and Reproduction	\$ 4,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Supplies and Material	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Promotion and Marketing	\$ 4,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000

Equipment	\$ 10,000	\$ 10,000	\$ -	\$ 1,486	\$ 287
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**Other**

Accreditation Travel	\$ -	\$ -	\$ 9,000	\$ -	\$ -
Accreditation Fees	\$ -	\$ -	\$ 1,000	\$ 1,000	\$ 1,000

<b>Total Expenditures</b>	\$ 157,000	\$ 313,000	\$ 313,000	\$ 313,000	\$ 313,000
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<b>BALANCE</b>	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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Note 1: This amount augments the salary already provided in the College budget for the nursing leadership.

## EXTERNAL EVALUATION OF PROPOSAL

Olympic College was honored to have three external evaluations of the proposal completed by respected nurse educators with experience at the baccalaureate, masters and doctoral levels of nursing education (Please see **Appendix 2** for evaluations). The two in state evaluations were completed by Dr. Carl Christensen, Dean of the Buntain School of Nursing, Northwest University and Dr. Mary Salazar, Professor, School of Nursing, University of Washington, Director of the Occupational Nursing Program. The out of state evaluation was completed by Dr. Elizabeth Towner PhD, FNP, Professor (Retired), Western University of Health Sciences, College of Graduate Nursing, Pomona, CA. and former Dean, School of Nursing, Southern Oregon University, Ashland OR. Resumes of these three evaluators can be found in **Appendix 3**. The insights provided by all three evaluators were valuable, appreciated, and incorporated into the proposal where applicable. Some of the feedback will be utilized during the planning year when the discrete areas of the curriculum are being developed.

Dr. Carl Christensen had suggestions that added clarity and strength to the curriculum. We plan to include them in the development of the discrete curriculum plan. For example, having expert panel presentations in different geographical locations on the peninsula where students may one day work is an excellent suggestion. Another valuable suggestion is the development of a brief vision statement, which we will do. Adding clarity to course sequencing for students going full or part time will be initiated; for example, having students take family courses prior to community courses.

The curriculum will reflect the professional values, core competencies, core knowledge and role development found in the Essentials of Baccalaureate Education for Professional Nursing Practice. Many of the upper division nursing courses will be writing intensive and writing tutorials are available for students who require writing support. His suggestion to have the stats course competence increased beyond the 2.0 will be taken under consideration. The nursing research course will strengthen the concepts learned in the basic statistics course. Olympic College has committed to hiring a director/educator with an earned doctorate.

Dr. Mary Salazar had concerns regarding faculty load. These considerations are valid and Olympic College plans to be very diligent in continually assessing and anticipating the needs and demands on the nursing faculty and respond in a timely and proactive manner. As the student enrollment increases and it becomes clearer the delivery methods and student needs of the BSN completion program, Olympic College will make decisions that will provide a quality educational experience to all students in the program, including quality instructors and delivery methods. Olympic College has the luxury of being situated in a geographical area that has a high number of retired military nurses with excellent educational credentials. Even with the expansion of the ADN program, Olympic College has been able to provide faculty with the appropriate educational preparation. The existing nursing faculty is committed and excited to meeting the challenges of the ADN-to-BSN program and are embracing the opportunity for mentoring by the UW-T faculty. Olympic College is dedicated to exploring funding resources to help existing nursing faculty pursue doctoral education.

During the planning year, it is expected that the Nursing Director and faculty will visit several schools of nursing with ADN-to-BSN programs to indoctrinate themselves to varying models and incorporate the best ideas into the Olympic College ADN-to-BSN curriculum. We expect curriculum evaluation and revision to be a continual process.

Dr. Salazar suggested beginning conversations with health professionals in the community regarding level of support and their willingness to provide input as we develop the program. This has occurred in both formal and informal arenas. The community support from health professionals has been overwhelmingly positive. We expect that during the planning year, formal meetings will take place to solidify how we incorporate the expertise of health professionals in the community to enrich the educational opportunities of the ADN-to-BSN student.

Dr. Towner suggested developing admission criteria that may be used “to select students who show the most potential for upper division academic success, and to use for selection, if applicants exceed the number who may be admitted to the program”. To address this suggestion, we added admission criteria that states students will be offered admission starting with the highest GPA in nursing course work and continue until admissions are complete. If a tiebreaker is needed the number of years of active clinical practice will be the deciding criteria.

**FORM 4**

**REQUIRED COURSE WORK**  
**Part I**

Include this form with new degree program proposals. Staff will post this information and the program proposal on the HECB Web site during the public comment period.

<b>Prerequisite Courses</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
	An Associates Degree in Nursing from an accredited program.	40
	RN licensure	35
	General Education coursework	min. 35
<b>Total Credits</b>		min. 110
<b>Program Requirements</b>		
<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
BNURS 340	Clinical Nursing Phenomena	3
BNURS 350	Critical Analysis and Writing to Improve Decision Making	3
BNURS 402	Families in Society	3
BNURS 403	Introduction to Research in Nursing	3
BNURS 407	Diversity: Issues of Exclusion and Inclusion	3
BNURS 408	Individuals, Families and Groups: Promoting Health through Partnership	3
BNURS 409	Health, Communities and Populations	6
BNURS 410	Ethical Issues in Clinical Practice	3
BNURS 412	Nursing and Health Care Systems	3
BNURS 430	Interpersonal Relationships in Nursing	3
BNURS 450	Initial Connected Learning	1
BNURS 451	Final Connected Learning	1
BNURS 497	Selected Topics in Nursing	3
BNURS 498 or BNURS 499	Special Project in Nursing or Undergraduate Research	2
<b>Total Credits</b>		40

**FORM 5****ENROLLMENT AND GRADUATION TARGETS  
Part I**

Include this form with a new degree program proposal or a Notification of Intent to extend an existing program. Staff will post this information to the HECB Web site during the comment period.

<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Headcount</b>	60	60	60	60	60
<b>FTE</b>	15	30	30	30	30
<b>Program Graduates</b>	0	10	30	30	30

HECB  
P.O. Box 43430  
Olympia, WA 98504-3430  
[www.hecb.wa.gov/autheval](http://www.hecb.wa.gov/autheval)

## FORM 6

**PROGRAM PERSONNEL**  
**Part II**

Include this form with a new degree program proposal. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request

<b>Program Faculty for General Education Courses</b>				
<b>Name</b>	<b>Credentials</b>	<b>Status</b>	<b>% Effort in Program</b>	<b>Course</b>
David Toren	Ph.D.	FT Tenured	11%	Political Science
Caroline Hartse	Ph.D.	FT Tenured	11%	Anthropology
Ann Brackebusch	M.S.	FT Tenured	11%	Mathematics
Jack Sandler	Ph.D.	FT Tenured	11%	Psychology
Martyn Kingston	Ph.D.	FT Tenured	11%	Sociology
Ana Waisman	M.A.	FT Tenured	11%	Foreign Languages
<b>Total General Education Faculty FTE</b>				<b>.66</b>

<b>Program Faculty for BSN Courses</b>				
<b>Name</b>	<b>Credentials</b>	<b>Status</b>	<b>% Effort in Program</b>	<b>Course Expertise</b>
Gerianne Babbo	M.N.	FT Tenured	15%	Community Health/ Occupational Health
Minerva Holk	M.S.N.	FT Tenured	7%	Maternity/Perinatology
Mary Kerdus	M.S.N.	FT Tenured	7%	Education
Anne Mulligan	M.S.N.	FT Tenured	7%	Medical Surgical/ Critical Care/ Administration/ Quality Assurance
Christopher Stokke	M.S.N.	FT Tenured	11%	Adult Acute Care/ Nursing Administration
Alda Taylor	M.S.N.	FT Tenure Track	7%	Medical/Surgical
Janet Tezak	M.N.	FT Tenured	7%	Psychosocial Nursing
Virginia White	M.N./ARNP	FT Tenure Track	11%	Emergency/Pediatrics
Gina Bawden	MSN/ARNP	Part-time	7%	Family Nurse Practitioner
Annette Manant	M.N.	Part-time	7%	ARNP
Chere Perrone	M.N.	Part-time	7%	Physiological Pathways (Oncology)
Diane Bilotta	M.S.N.	Part-time	7%	Adult Health w/ focus on Nursing Education
Jolene Culbertson	M.N.	Part-time	7%	Psychosocial Nursing
Christine Perry	M.N.	Part-time	7%	Nursing Education and Communities Population and Health
New BSN Faculty	MN/Ph.D. preferred	Full-time	100%	
New BSN Faculty	MN/Ph.D. preferred	Part-time	50%	
Library Faculty	MSL Medical Specialty required	Part-time	50%	Library Services
<b>Total Faculty FTE</b>				<b>3.80</b>

<b>Administration and Staff</b>			
<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>% Effort in Program</b>
Administrative Support	Director (may also teach)	Program oversight and direction	100% *
Support Staff	Nursing Advisor	Student advising, program promotion, assistance to Program Director	100%
Support Staff	Program Assistant	Clerical support to program and administrative/support staff	50%
<b>Total Staff FTE</b>			<b>2.5</b>

\* In 2006-07 and 2007-08 this individual will have 100% effort in Administrative Support. In 2008-09, this individual may teach 60% of the time and provide Administrative Support for 40% of the time. This is in keeping with the current collective bargaining agreement.



## FORM 7

# SUMMARY OF PROGRAM COSTS AND REVENUE

## Part II

Include with a new program proposal or Notification of Intent to extend an existing program. This information will not be posted to the HECB Web site during the public comment period, but it will be available upon request.

<b>Program Expenses</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4 (full enrollment)</b>
Administrative Salaries (1 FTE) Benefits @ 30 %	26,000	26,780	27,583	28,411
Faculty Salaries (1.5 FTE) Benefits @ 30 %	0	144,300	148,629	153,088
TA/RA Salaries (0 FTE) Benefits @ 30 %	0	0	0	0
Clerical Salaries (1 FTE) Benefits @ 30 %	19,500	20,085	20,688	21,308
Other Salaries (1 FTE) Benefits @ 30 %	19,500	52,000	53,560	55,167
Financial Aid specific to the program	0	0	0	0
Contract Services	50,727	0	0	0
Goods and Services	23,000	22,000	17,000	17,000
Travel	2,000	2,835	1,540	1,540
Equipment	10,000	10,000	0	1,486
Lease or Acquisition (attach form iii.a)	0	0	0	0
Other (itemize)	0	0	0	0
Indirect (if applied to the program)	6,273	35,000	44,000	35,000
<b>Total Costs</b>	157,000	313,000	313,000	313,000
<b>Program Revenue</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4 (full enrollment)</b>
General Fund: State Support	94,500	189,000	189,000	189,000
Tuition and Fees (total)	61,500	123,000	123,000	123,000
Corporate Grants / Donations **	0	0	0	0
Internal Reallocation*	0	0	0	0
Other Fund Source (specify) student fees	1,000	1,000	1,000	1000
<b>Total Revenue</b>	157,000	313,000	313,000	313,000
* If revenues are projected through internal reallocation please attach an explanation of the impact the reallocation would have on other departments or programs.				
** Olympic College Foundation may solicit funds from OCF donors when needs are identified.				

**Memorandum of Understanding**  
**Between the University of Washington, Tacoma**  
**And Olympic College**

This Memorandum of Understanding between the **UNIVERSITY OF WASHINGTON TACOMA** (“**UNIVERSITY**”), Tacoma, Washington, and **OLYMPIC COLLEGE** (“**OC**”), **BREMERTON AND POULSBO, WASHINGTON** is entered into pursuant to RCW 28B.45.014, RCW 28B.45.020 RCW 28B.45.080 and 28B.50.810 for the purpose of expanding baccalaureate capacity on the OC campus, while allowing OC to establish an OC accredited BSN degree. This agreement establishes the terms and conditions under which the University’s Nursing Program will conduct selected upper division nursing courses at OC Poulsbo, thereby providing a desirable educational experience for Bachelor of Science in Nursing (BSN) students and for OC Nursing Program faculty and staff who are developing a baccalaureate curriculum in nursing. The University and OC acknowledge and agree that adherence to the provisions of this Memorandum of Understanding will support the establishment of a collaborative partnership between the University and OC, will help prepare students to transfer to upper division courses, will enhance professional development of OC faculty and will enhance the transition by OC to providing an OC Baccalaureate in Nursing. This Agreement is subject to the approval of the Higher Education Coordinating Board pursuant to RCW 28B.50.810 and contingent upon OC receiving a pilot Baccalaureate program under 28B.50.810.

**I. General Provisions**

- A. The University and OC agree that contemporaneous with or following execution of this Memorandum of Understanding and within the scope of its provisions, the University may develop additional agreements with OC to formalize certain operational details including, but not limited to, the following:
  - 1. Specific dates, schedule, and faculty for courses to be offered at OC Poulsbo;
  - 2. Specific courses to be offered;
  - 3. Plans for and implementation of recruitment, orientation and advising events;
  - 4. Classroom and office space needs.
- B. Current articulation agreements between the University and OC will remain in effect and are not altered under this Memorandum of Understanding.

**II. Responsibilities of the University**

- A. The University will provide:
  - 1. Recruitment activities for potential students, advising for potential and enrolled BSN students at OC Poulsbo;
  - 2. Recruitment and admission of one cohort of qualified applicants to the University’s BSN program for autumn 07 at OC Poulsbo;
  - 3. Orientation of new students to the BSN program at OC Poulsbo;
  - 4. Instruction at OC Poulsbo by University Nursing Program faculty for students admitted to the University’s BSN program through this initiative in accordance the schedule set forth in Exhibit A;
  - 5. On a space available basis, students already admitted to the University and

participating in BSN courses in Tacoma may participate in classes at OC, with faculty permission.

B. Faculty teaching the University's BSN courses shall be appointed and hired by the University at the University's sole discretion.

C. The University will provide for OC nursing faculty:

1. Opportunities to apply as non-matriculated or matriculated graduate students and, if accepted for admission, enroll in graduate courses in nursing education;
2. Opportunities to observe selected sessions of BSN courses in 06-07 in Tacoma, for purposes of faculty development.

D. In collaboration, the University and OC will jointly provide:

1. Content for web based and print material for recruitment and advising; content will be jointly endorsed before distribution;
2. Joint mailings for the purpose of recruitment;
3. Recruiting events and advising;
4. Opportunities for OC faculty and staff to orient to advising functions and observe classroom teaching strategies.

### III. Responsibilities of OC

A. OC shall transfer to the University the amount agreed upon for salary and benefits for University faculty providing instruction at OC, the costs of recruiting and advising by University staff, travel costs to OC for agreed upon functions, operations costs, and other expenses to be mutually negotiated as such needs arise, all as specified in the attached Exhibit B, Projected Costs for BSN Cohort at OC. In the event of unforeseen costs affecting the University's delivery of instruction under this Memorandum of Understanding, the parties agree that the amounts specified in Exhibit B may be subject to an equitable adjustment in favor of the University as agreed by the parties, provided, however, that in the event such adjustment is not made, by the end of the academic quarter in question, the University shall have the option of terminating its services under this agreement.

B. OC will provide:

1. Mailing lists for and joint University/OC mailings and brochures to potential applicants;
2. Consistent classroom space for instruction, with tables and chairs; data projector; overhead projector; computer with high speed internet access to facilitate efficient access to use of the UW libraries, electronic reserves, email and Blackboard;
3. A consistent office space for use by University faculty and staff, with high speed connectivity and seating for students;
4. Access to computers with internet connectivity with appropriate speed and capacity to facilitate efficient access to and use of the UW libraries, electronic reserves, email, and BlackBoard software;

5. Capacity for University faculty to place articles and books on reserve in the OC library;
6. Access to the resources of the OC library for students;
7. Support for students requiring assistance with writing skills;
8. Advising for students intending to transfer to the BSN program to be offered by OC;
9. General education instruction to students admitted and enrolled at OC.

C. OC will plan to initiate the BSN curriculum at OC in 08-09.

#### IV. Applicants and Students

- A. Potential BSN students will apply to and be required to meet admission standards (including the standards set forth in Exhibit C, Application and Admission) of the University's BSN program and all program requirements.
- B. Qualified applicants selected by the University for admission will be admitted to the University program in a cohort to begin Au 07.
- C. Applicants and admitted students will be informed in timely manner of options to complete their BSN at the UWT campus in Tacoma or, if a student chooses, to transfer into a new BSN program offered by OC.
- D. Enrolled students will have all rights and privileges and duties of regularly enrolled students in the Nursing Program at the University.
- E. Tuition and fees (including all application fees, course fees, and other fees) charged to students enrolled in the UWT BSN program at OC will be the usual tuition and fees for undergraduate University students. Tuition and FTE state support generated through registration in University courses shall remain in the University's budget to defray the cost of instruction and related expenses. Subject to the provision of Section III A above, OC will retain any funds appropriated by the legislature and allocated to OC by the State Board for baccalaureate pilot programs as outlined in RCW 28B.50.810.

#### V. Employment Relationship

This Memorandum of Understanding shall not create an employer-employee relationship between the University's faculty and staff and OC, or between OC's faculty and staff and the University.

#### VI. Term

This Memorandum of Understanding shall be effective beginning 1 July 2006 and continue through 1 July 2008, contingent upon funding the BSN program at OC by the State Board for Community and Technical Colleges as a pilot baccalaureate program. This Memorandum of Understanding may be modified by mutual consent of the parties in writing.

#### VII. Governing Law

The parties' rights or obligations under this Memorandum of Understanding will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington.

VIII. Nondiscrimination

Neither party shall discriminate against any participant because of race, color, religion, national origin, age, handicap, status as a veteran, sex, or sexual orientation, nor will the University or OC engage in such discrimination in their employment or personnel policies related to the provision of instruction.

IX. Severability

If any provision of this Memorandum of Understanding is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions.

X. Nonwaiver

Neither the waiver by either of the parties of a specific breach of or a default under any of the provisions of this Memorandum of Understanding, nor the failure of either of the parties to enforce any of the provisions of this Memorandum of Understanding or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

Signed:

For the University of Washington, Tacoma:

For Olympic College:

\_\_\_\_\_  
Chancellor Date

\_\_\_\_\_  
President Date

\_\_\_\_\_  
Nursing Program Director Date

\_\_\_\_\_  
Associate Dean Date  
Healthcare Programs

Exhibits attached

Approved as to form by:

**External Evaluation by Dr. Carl Christiansen, RN, Ph.D.**

May 18, 2006

Judi Brown, PhD  
Dean for Mathematics, Engineering, Sciences, and Health; and  
Gerianne Babbo, RN, MN  
Director of Nursing Program  
Olympic College  
1600 Chester Avenue  
Bremerton, WA 98337-1699

Dear Dr. Brown and Ms. Babbo:

Thank you for the privilege of reviewing Olympic College's "New Degree Program Proposal" for the establishment of an "Associates Degree in Nursing to Bachelors of Science in Nursing (RN-to-BSN)" program. It was an authentic pleasure to read the proposal due to the following identified strengths:

- a. ideal fit with the role and mission of Olympic College,
- b. well-written statement indicating responsiveness to community needs for nursing service and leadership,
- c. the specification that the degree title is "Bachelor of Science in Nursing (BSN)" (a degree title that is recognized by health care professionals and accrediting agencies),
- d. a projection of thirty graduates per year by the end of "year three" of program operation,
- e. effective strategy for partnering with a highly regarded provider of Baccalaureate nursing education (University of Washington – Tacoma),
- f. foresight to plan for articulation agreements with other community colleges on the Olympic Peninsula for the purpose of facilitating the transfer of the region's Associate Degree in Nursing graduates into a local RN-to-BSN program,
- g. a student assessment plan that includes portfolio development which is analyzed relative to program goals and student learning outcomes,
- h. a program evaluation plan that includes accreditation by the Commission on Collegiate Nursing Education or the National League for Nursing Accrediting Commission, and
- i. a significant outlay of dollars to assure appropriate and adequate curriculum, faculty, and learning resource development.

I would recommend considering the following possibilities for clarifying or strengthening the proposal:

- a. Consider holding some class sessions in remote, off-campus locations (locations from which students might be recruited or in which graduates might consider working). As an example, expert panels may be invited to speak to students on given topics. Rather than asking the experts to come to the Poulsbo campus, the students could travel occasionally to the geographic area on the Peninsula that is home to the panel members. To illustrate, at Northwest University such an off-campus connection with a health care facility serving a Native American population helped the University to attract two minority students to our campus (one into the nursing program) and resulted in two nursing graduates returning to that facility to work as registered nurses.

- b. The detail of the “Employer Demand” focuses primarily, and for good reason, on an acute care setting. As you further develop the proposal I think that you may be able to find more empirical evidence supporting a pressing need for BSN graduates in long term care, school districts, and public health settings. Such employers may be willing to provide guest lectures, clinical placements, internships, and advisory board members.
- c. With regard to the program goals and learner outcomes, I recommend that your team be able to identify those goals and outcomes that are most unique to your program and use those distinctives as the basis for a vision statement. A vision that can be expressed in a few memorable words can foster unity of purpose for faculty and staff. A vision statement, if kept to “bumper sticker length,” can also be a boon to your recruitment efforts. Again to illustrate from personal experience, we are able to express Northwest University’s vision in six words and our school of nursing distinctives in three words. This focus and parsimony of words has helped many audiences understand in a flash who we are and where we are going.
- d. With regard to your set of learner outcomes, I would recommend a closer alignment with the narrative on “professional values, core competencies, core knowledge, and role development” found in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 1998, p. 6). Some topics (e.g., “critical thinking,” “communication,” “caring” as a value, “health promotion,” and “human dignity”) are reflected in your current goals. It is possible, however, that modified text could more directly address such issues as “altruism” as a value, “information and health care technologies,” and “global health care” (AACN, pp. 6-17).
- e. Pertaining to the second learner outcome, “[p]romote **communication** between clients from diverse backgrounds,” I would suggest providing explanatory narrative regarding the need for this as a separate outcome, or subsuming this outcome under one or more other outcomes.
- f. Further narrative may be necessary for an external audience to understand how the following courses would be scheduled into the “one-year plan” and the “two-year plan:” BNURS 497, “Selected Topics in Nursing;” BNURS 498, “Special Project in Nursing;” and BNURS 499, “Undergraduate Research.”
- g. I concur with the sequencing of courses displayed in the Year Two Part-time table. This sequence would have students study family theory prior to studying community theory. Since family structure may be viewed as a building block of communities, it makes intuitive sense to study family theory first. A footnote to your table offers the student the option of studying community theory before family theory. Although this may be acceptable, it may not be the ideal sequence for learning.
- h. Any applicants admitted who just barely meet the admission requirements of 2.5 overall grade point average and 2.0 grade point average in math, statistics, English composition, chemistry, anatomy and physiology, and microbiology courses may need to have specially tailored support services (e.g., tutoring or on-line resources). Completion of an entry level nursing program and success on the licensure exam may serve as portents of success in the RN-to-BSN science content. On the other hand, course work in the RN-to-BSN program may place higher demands on the student in terms of written communication (i.e., higher proficiency than reflected by a 2.0 grade in English composition). Likewise, the student may need greater competence than reflected by a 2.0 grade in advanced math or statistics in order to comprehend RN-to-BSN program presentations on research methodology and epidemiologic concepts common to public health practice.

- i. I concur with the preference for PhD-prepared faculty to fill the new BSN faculty positions. I would recommend hiring at least one faculty member who has an earned PhD. If a doctorally-prepared candidate is not available for a second position, preference could be given to a Master's-prepared candidate who is well on the way to completing a doctorate. The program proposal is commendable for identifying the University of Washington – Tacoma as an institution that will provide faculty development course work for Olympic College faculty. Perhaps the proposal could go one step further by offering encouragement and financial incentive to current Olympic College nursing faculty to pursue doctoral degrees. Investing dollars in doctoral education for nursing educators who are already committed to Olympic College may add stability and bright prospects for future program growth and enhancements.

I commend you for taking the resource-intensive step of proposing to initiate a much needed program that will enable registered nurses to obtain the Baccalaureate of Science in Nursing degree. Having served as the Dean for a new nursing program, I have a special appreciation for your confidence and commitment in the dynamic arena of program development. Your work will help improve health care delivery to residents of and visitors to the Olympic Peninsula and it will assist many nurses attain their dreams of career growth and greater professional effectiveness.

I hope that these comments are of help to you. If you have any questions regarding this letter I may be reached at (425) 889-7837 or at [carl.christensen@northwestu.edu](mailto:carl.christensen@northwestu.edu).

Sincerely,



Carl Christensen, RN, PhD  
Dean of the Buntain School of Nursing



**EXTERNAL EVALUATION BY DR. MARY K. SALAZAR, EDD, RN, FAAN**

May 22, 2006

TO: Gerianne Babbo, MN, RN  
Nursing professor, Olympic College  
FROM: Mary K. Salazar, EdD, RN, FAAN  
Professor, School of Nursing, University of Washington  
RE: Proposal Evaluation  
Olympic College Program

**General Comments:**

This well developed proposal describes plans to expand Olympic College's existing associate degree in nursing (ADN) program through its introduction of an RN to BSN program. The proposal makes an excellent case for the importance and need for such a program at multiple levels. The demand for nurses with advanced level education and skills is intensifying; and it is anticipated that this demand will continue unabated for several years to come. This program fills an important niche locally, by providing a relatively cost-efficient method for students in this area to acquire the BSN degree; and the graduates of this program will begin to fill the high job vacancies that have been documented in Washington State, and in particular, in the Pacific Mountain and Olympic region.

**Strengths of the Proposal:**

This proposal has multiple strengths in terms of the target student population, the curriculum, the implementation plans, and the evaluation.

*Target population*

- The development of this program is based on a carefully designed needs assessment that provides evidence of interest in this program among practicing registered nurses (RNs) with associate degrees or other non-baccalaureate preparation.
- This program provides a local option for nurses who otherwise would be unable to attain this advanced level education; the program is likely to be able to draw upon its own large pool of associate degree of nursing (ADN) graduates.
- The program has the potential to reach and recruit a diverse student population, including students who are place bound, from underrepresented groups or economically disadvantaged.

*Curriculum*

- In addition to being able to deliver health services in complex arenas, nurses completing this program will be prepared to assume management, leadership and specialty positions in a variety of settings.
- The curriculum will provide opportunity for students to identify and address health and safety needs in their community (e.g., tribal health, industrial health and safety, military health)
- Learner outcomes are well developed and articulated; they are comprehensive and inclusive of the critical skills and abilities that will lead to excellence in nursing practice. The rigorous program of studies designed for this program will provide a means for students to achieve these goals.

*Implementation plans*

- The collaboration with the University of Washington- Tacoma is a major strength. This collaboration will provide direct consultation with faculty experienced in delivering an RN to BSN program known for its excellence.
- The program will be phased in over a three to four year period. This will provide faculty with the opportunity to identify and refine aspects of the program as it is developing.
- The provision of both part time and full time options provides opportunity for students in a variety of circumstances.
- The projected number of students seems appropriate considering the budget and resource capabilities of this institution; as well as the projected demand for the region.
- The budgeting for additional library needs is another important strength of this proposal. It is critical that library and other resources be readily available for these advanced level nursing students.

### *Evaluation*

(I believe the section called “Program Assessment and Student Assessment” could be more appropriately called “Program Evaluation.”)

- The idea of student portfolios is a great evaluation technique, for the student as well as faculty. Combined with course evaluations, this will likely provide valuable information about specific achievements and program gaps or needs during the course of the program.
- The proposal to evaluate graduates and employers 9 to 12 months following program completion is excellent; the information derived from this process will be an important method of determining if the ultimate goals of this program are being achieved. (This evaluation process could easily fall by the wayside. It is critical that a plan for this aspect of the evaluation be developed, including data collection instruments, and that the process be structured into the planning.)
- It is also commendable that the proposal is attentive to the requirements of accrediting agencies (i.e., NLNAC, CCNE).

### **Areas for Consideration:**

Overall, this well written proposal addresses all of the critical components of this proposed program. However, there were a few areas that I felt are worthy of consideration as the planning continues.

- Providing students with part and full time options will surely increase the availability of the program to students. The down side of the part time option, particularly the three year program, is that students may tend to stray because of competing demands in their busy lives. It will be important to keep students on track with the program, and to be alert for attrition of these part time students
- I am concerned about faculty load for a few reasons.
  - First - the increasing number of students: It appears there is the potential to have a couple hundred students at different levels at any given time; and that this represents a considerable increase of total enrollment.
  - Second, offering classes days, evening and weekends is likely to require additional faculty time. Will faculty be willing to work in this non-traditional schedule? And are there adequate faculty to cover these various offerings?
  - Third, while the faculty has been very effective in delivering the existing nursing programs, this new program is going to require a whole new set of skills, knowledge and abilities. The training at UW-T will be a great help, but I believe it will take a much greater commitment on the part of the college and the faculty than is reflected in this proposal.

- Lastly, these BSN students will need a different type of mentoring than the current ADN students. Students will be required to complete practica and clinicals related to more advanced practice. Additionally, students will need guidance in understanding and conducting research.
- These concerns all lead to the questions: Will the proposed new faculty (one full time and one part time) be adequate to carry out the added responsibilities accompanying this new program? Are existing faculty equipped to undertake these new and different roles?
- It is unclear how and why it is being proposed that courses will be offered days, evenings and weekends. How will this happen? Will courses be offered multiple times to meet varying student needs? How will faculty determine the *best* time to offer courses?
- As indicated, the connection with the UW-T is an enormous benefit to this program; however, it is important that faculty expose themselves to multiple program models and that they develop a program that is specifically tailored to the needs of their student population and community.
- The plans for distance learning seems a bit vague. What does “should the need arise” mean – how would “the need” be determined? Are faculty prepared to deliver distant learning programs (yet another demand on this faculty)?
- Why is there a one year clinical practice requirement? Since all of these students have completed some type of RN program, and since nursing school practice applies to this requirement, why even include it?
- I would think there is great potential for collaboration with nursing and other health professionals in your community. These individuals could provide valuable support and expertise for your students and your program. I would suggest beginning conversations with some of these people to determine their level of interest, their availability to preceptor students, give guest lectures and so forth, and their willingness to provide input as you continue to develop your program.

### **Conclusion:**

The introduction of this program will provide many benefits to students, employers and community members in Kitsap County and the Pacific Mountain and Olympic region. As described in the proposal, one of the goals of this program is that it serve as a bridge to master's program; thus, not only will this program begin to address nursing shortage in this area, but it is also be a step towards addressing the need for master's prepared nurses, including nurses who will serve as future nursing educators and leaders.

In summary, I am completely supportive of the program described in this proposal. I feel the faculty are to be commended for their commitment to meeting this regional need and for the care and deliberation that characterizes this program. Their attention to detail is impressive, and reflective of the likely success of this program.

Thank you for providing me with the opportunity to review your proposal. Please let me know if you have any additional questions.

**Review of Proposal by Elizabeth Towner, PhD, FNP, Professor (Retired), Western University of Health Sciences, College of Graduate Nursing, Pomona, CA. and former Dean, School of Nursing, Southern Oregon University, Ashland, OR.**

I have reviewed the proposal by Olympic College for a Bachelor of Science in Nursing for Registered Nurses with an Associate Degree in Nursing (ADN to BSN degree). My comments include the following:

**Strengths:**

1. Plans for recruitment of diverse students (age, gender, economically disadvantaged) to better serve the population in the area;
2. Recruitment will be enhanced through articulation with area health care institutions;
3. The program will build on previous coursework, decreasing student costs, and expanding career ladder opportunities; the existing lower division program also provides career ladder options.
4. Goals include meeting needs of health care facilities of the Kitsap/Olympic Peninsulas, in congruence with the state needs assessment data that indicate:
  - (a) A critical shortage of graduates to meet employers' needs for nurses
  - (b) A significant need for higher levels of training
  - (c) Population is expected to grow rapidly in the Olympic Consortium, making job openings for RNs to be the greatest area of need (50% work force shortage in health care)
5. An MOU with the University of Washington, Tacoma, Department of Nursing in is place, and will provide upper division nursing courses during 2007-8.
6. Entering students, as well as UW-Tacoma ADN to BSN students, may complete needed general education courses at Olympic College, according to the MOU.
7. Classes will be offered in a variety of locations, and scheduled at times that are convenient to working student, and utilize a variety of delivery mechanisms.
8. The proposal recognizes the importance for staff development, library enhancement, and time for course development in preparation for the new upper division program.

**Suggestions for consideration:**

1. Develop admission criteria that may be used to select students who show the most potential for upper division academic success, and to use for selection, if applicants exceed the number who may be admitted to the program.
2. Compare prerequisite requirements with those required by UW-Tacoma Nursing program, since the upper division nursing courses in the Olympic BSN program are projected to be similar to UW-Tacoma courses.

**Overall impression:**

This is an important program to expand the number of professional nurses to meet the critical need in the Olympic region, as well as the state. The program will also offer a local opportunity for higher education in nursing for working graduates of the current ADN program, and have the potential to prepare future faculty for the program. Articulation with the UW, Tacoma, is an advantage for the Olympic faculty as a support while developing courses, and provides upper division nursing courses for students earlier than may be possible otherwise.



**APPENDIX 3****Biosketch for Carl Christensen, RN, PhD  
May 22, 2006**

Dr. Christensen is the Dean of the School of Nursing at Northwest University in Kirkland, Washington. The School offers a Baccalaureate Degree that incorporates cross-cultural content and experiences coupled with opportunities to integrate Christ-like values of caring into nursing practice. As the School's first Dean, he has directed the program's implementation, participated in the evaluation of student learning, led the faculty through the process of achieving national accreditation, and collaborated with architects and administration on the design of a new academic facility that will house an expanding School of Nursing and growing basic science programs.

He maintains clinical practice as a registered nurse through part-time work at the Norse Home in Seattle, Washington. He currently serves as President of the Council on Nursing Education in Washington State. He is a member of the Advisory Board for the Washington State Health Professional Loan Repayment and Scholarship Program, and he serves as a member of the Washington Nursing Leadership Council. Dr. Christensen is a member of the Board of Trustees for Bayview Retirement Community in Seattle Washington. In addition, he is a reviewer for the *Journal of Nursing Education*.

Dr. Christensen has a varied background in health care administration. He served as the Administrator for the Warm Beach Senior Community Nursing Home in Stanwood, Washington. Working for the U.S. Health Care Financing Administration (HCFA), he served as Project Officer for peer review organizations covering eight western states. As a HCFA Project Officer he was responsible for monitoring the effectiveness of contractors' review of thousands of medical records to detect quality concerns; and he oversaw the introduction of epidemiological methods to use a massive Medicare billing database, current medical literature, and best-practices consultation to identify opportunities for improving health care. Previous work for the U.S. Public Health Service (PHS) focused on program analysis and an initiative to make policy and procedure manuals available on-line.

Academic degrees earned by Dr. Christensen include a doctorate in Public Administration (with a supporting area of health care administration) from The George Washington University, and a Master's Degree in Nursing (with a focus on administration) from Oregon Health Sciences University. As a Fulbright Scholar, he conducted research in Oslo, Norway relating to the care of hip fracture patients following hospitalization. He is an alumnus of the Robert Wood Johnson Executive Nurse Fellow Program. He was the recipient of a HCFA Administrator's Citation relating to health care quality improvement and a PHS Special Recognition Award for productivity.

NAME Mary Kathryn Salazar, EdD, RN, FAAN		POSITION TITLE Professor		
EDUCATION <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>				
INSTITUTION AND LOCATION		DEGREE <i>(If applicable)</i>	YEAR(S)	FIELD OF STUDY
University of Washington, Seattle, Washington		BSN	1982	Nursing
University of Washington, Seattle, Washington		MN	1986	Occ Health Nursing
Seattle University, School of Education, Seattle, Washington		EdD	1991	Nursing Behavioral Theory/ Health Behavior

**A. Positions and Honors.** List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

### Professional Background

1986-1990	<u>Lecturer</u> , University of Washington School of Nursing, Department of Community Health Care Systems, Occupational Health Nursing Study Option, Seattle, Washington
1989-1991	<u>Acting Director</u> , Occupational Health Nursing, University of Washington, School of Nursing, Department of Community Health Care Systems, Seattle, Washington
1991-1997	<u>Assistant Professor</u>
1997-2001	<u>Associate Professor</u>
1991-2003	<u>Director, Occupational Health Nursing</u> , School of Nursing, University of Washington, Seattle WA
2001-present	<u>Professor</u> , School of Nursing, University of Washington, Seattle WA

### Honors and Awards

1983 - University of Washington, School of Nursing, "Outstanding RNB Student Award"  
 1984-86 - National Institute for Occupational Safety and Health Traineeship Grant  
 1990 - Sigma Theta Tau, Psi Chapter, Research Award  
 1993 - Invited Speaker. Korean Nurses Association / Sigma Theta Tau Conference on Health Promotion:  
 1990 - Schering Award, Washington State Occupational Health Nurse of the Year  
 1994 - Distinguished Alumnae Award, St. Joseph Mercy School of Nursing, Ann Arbor, Mich.,  
 1995 - AAOHN, Annual Research Award (Mary Louise Brown Award),  
 2000 - AAOHN, Fellowship Award  
 2002 - AAOHN, Golden Pen Award for AAOHN Journal outstanding article of the year  
 2005 – AAOHN Lifetime membership award  
 2005 – Fellowship; American Academy of Nursing

### B. Selected peer-reviewed publications (in chronological order).

Salazar, M. K. (1990). Interviewer bias: How it affects survey research. *AAOHN Journal*, 38(12): 567-572.  
 Salazar, M. K. (1991). Comparison of four behavioral theories: A literature review. *AAOHN Journal*, 39(3): 128-135.  
 Salazar, M. (1992). A study of breast self-examination beliefs: Implications to worksite BSE education programs. *AAOHN Journal*, 40(9), 429-437.  
 Salazar, M. & Carter, W. B. (1993). Evaluation of breast self-examination beliefs using a decision model. *Western Journal of Nursing Research*, 15(4), 403-421.  
 Salazar, M. K. (1994). Editorial: Stress in the American workplace. *AAOHN Journal*, 42(10), 467.  
 Salazar, M., & Primomo, J. (1994). Taking the lead in environmental health: Defining a model for practice. *AAOHN Journal*, 42(7), 317-324.

- Salazar, M., & Carter, W. B. (1994). A qualitative study of breast self-examination beliefs. *Health Education Research: Theory and Practice*, 9(3), 343-354.
- Salazar, M. K., Wilkinson, W. E., DeRoos, R. L., Lee, C. Y., Lyons, R., Rubadue, C., & Petrick, A. (1994). Breast cancer behaviors following participation in a Cancer Risk Appraisal. *Health Values*, 18(3), 41-49.
- Salazar, M. (1994). Using the words and works of others: A commentary. *AAOHN Journal*, 41(1), 46-49.
- Salazar, M. K. (1995). Dealing with hypertension: Using theory to promote behavioral change. *AAOHN Journal*, 43(6), 313-318.
- Salazar, M., & DeMoor, C. (1995). An evaluation of mammography beliefs using a decision model. *Health Education Quarterly*, 22(1), 110-126.
- Salazar, M. K. (1995). Review of "The utility of health education among lead workers: The experience of one program." (Porru, S, et al., 1993). for "Linking Research & Practice." *AAOHN Journal*, 43(12), 648-652.
- Salazar, M. K. (1996). Hispanic women's beliefs about breast cancer and mammography. *Cancer Nursing*, 19(6), 437-446.
- Salazar, M. K., Takaro, T. K. et. al. (1999). A Description of Factors Affecting Hazardous Waste Workers' Use of Respiratory Protective Equipment. *Applied Occupational and Environmental Hygiene*. 14:471-478.
- Salazar, M. K., Takaro, T. K. et. al. (1999). Structure and function of occupational health services within selected Department of Energy Sites. *Journal of Occupational and Environmental Medicine*, 41(12)1072-1078.
- SALAZAR, M.K., GRAHAM, K.Y., & LANTZ, B. (1999). EVALUATING CASE MANAGEMENT SERVICES FOR INJURED WORKERS, *AAOHN JOURNAL*. 47(8):348-354.
- SALAZAR, M.K. & GRAHAM, K.Y. (1999). EVALUATION OF A CASE MANAGEMENT PROGRAM: SUMMARY AND INTEGRATION OF FINDINGS. *AAOHN JOURNAL*. 47(9):416-423.
- Salazar, M.K. (2000). Maximizing the effectiveness of case management service delivery. *The Case Manager*. 11(3), 58-64.
- Salazar, M. K. and Beaton, R. (2000). An ecological model of occupational stress: Application to urban firefighters. *AAOHN Journal*. 48(10), 470-479.
- Salazar, M. K. (2000). Environmental Health: Responding to the call .... *Public Health Nursing*, 17(2), 73-74.
- Salazar, M. K., Connon, C., Takaro, T. K., Beaudet, N. & Barnhart, S. (2001) An evaluation of factors affecting hazardous waste workers' use of respiratory protective equipment. *AIHA Journal*. March-April 62:236-245.
- Salazar, MK (2002). Applying research to practice: Practical guidelines for occupational health nurses. *AAOHN Journal*, 50(11), 520-525.
- Salazar, MK (2002). Preparing for crisis: Occupational health nurses respond. (Editorial). *AAOHN Journal*, 50(4), 161.
- Salazar, MK (2002). Planning for biological disasters: Occupational health nurses as "first responders." *AAOHN Journal*, 50(4), 174-181.
- Salazar, M.K., Kemerer, S., Amann, M. & Fabrey, L.J. (2002). Defining the roles and function of occupational and environmental health nurses: Results of a job analysis study. *AAOHN Journal*, 50(1)16-25.
- Salazar, MK (2003) Evidence-based practice: Implications to occupational and environmental health nurses. *AAOHN Journal*
- Salazar, MK (2003). Occupational health services at ten Department of Energy Weapons sites. *American Journal of Industrial Medicine*, 51(3)223-227.
- Connon, C, & Salazar, MK (2004). Using the PRECEDE-PROCEED Model to Guide the Development of More Effective Workplace Interventions. *AAOHN Journal*. 52(5), 188-190

- Tsai, JH & Salazar, MK (2004). Promoting immigrants' health – relevance to occupational health nursing practice. *AAOHN Journal* 52(3), 223-225
- Ishihara, I., Yoshimine, T, Horikawa, J, Majima, Y, Kawamoto, R, Salazar, MK (2004). Defining the Roles and Functions of Occupational Health Nurses in Japan: Result of Job Analysis. *AAOHN Journal*. 52(6):230-41.
- Salazar, MK, Napolitano, M, Scherer, J, McCauley, L (2004) Hispanic Adolescent Farmworkers' Perceptions Associated with Pesticide Exposure. *Western Journal of Nursing Research*.
- [Salazar MK, Keifer M, Negrete M, Estrada F, Synder K.](#) (2005). Occupational Risk Among Orchard Workers: A Descriptive Study. *Fam Community Health*. 28(3):239-252.

### C. Research Support.

#### Current Research Activities

Salazar, MK (Co-Investigator)	11/01 to 10/06	10%
#OH-01-004 National Institute for Occupational Safety and Health		\$121,510
Occupational Injuries among Orchard Workers in Washington State		
The purpose of this study is to characterize the occurrence of injuries among orchard workers and to develop, implement, and evaluate an intervention aimed at reducing injuries.		

Salazar, MK (Co-Principal Investigator) (Jenny Tsai, PI)	09/01/03 to 08/31/-05	3%
<b><u>1 R03 OH007840-01 National Institute for Occupational Safety and Health</u></b>		
<b><u>\$130,144</u></b>		

Occupational Health of Immigrants Working Restaurants.

Salazar, MK (Co-Investigator)	09/01/2003 to 08/31/2007	12%
#1 R25 OH008143-01 National Institute for Occupational Safety and Health		
\$35,241 Community Health Intervention with Yakima Agricultural Community		

#### Completed Research Activities

Salazar, MK (Consultant)	2001-2003
Adolescent Hispanic Farmworkers' Perceptions of Health Risks Associated with Pesticide. [Linda McCauley, Oregon Health Sciences University, PI]; Funding: NIOSH.	

Salazar, MK (Principal Investigator)	11/1/00 to 10/31/01
10%	
Occupational health services among subcontractors at DOE's nuclear weapons sites. Funded by US Department of Energy, Consortium for Risk Evaluation with Stakeholder Participation (25% funded, #DE-FC01-95EW55084).	

Salazar, MK (Co-Investigator)	6/1/01 through 6/1/02	10%
Medical surveillance for former Hanford workers, Funded by the US Department of Energy, (#DE-FC03-96SF21258)		

Salazar, MK (Co-Investigator)	October 1, 1998 to June 30, 1999	5%
<i>Health and Safety Decision-Making among Farm Families.</i> (Pam Elkind, PI). Funded by Pacific Northwest Agricultural Safety and Health/National Institute for Occupational Safety and Health,		

Salazar, MK (Co-Investigator)	September 16 - June 16, 2000	5%
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Leadership training as a strategy to deal with occupational stress among firefighters: PI: Randall Beaton.

- Salazar, MK (Principal Investigator)                      9/29/95 to 9/29/98                      10%  
*Barriers to the Use of Respiratory Equipment among Hazardous Waste Workers.* Funded by Research and Intramural Fund Program, 3/16/98-3/15/99; Betty Giblin Endowment Award; as part of Comprehensive Health Surveillance: A Hanford Study; National Institute for Occupational Safety and Health #CCR012031
- Salazar, MK (Principal Investigator)                      9/13/95 to 3/12/00                      20%  
*Evaluation of the structure and function of occupational health services at 10 DOE nuclear weapons sites* as part of Consortium for Risk Evaluation with Stakeholder Participation, Department of Energy Cooperative Agreement (CRESP) #DE-FC01-95EW55084
- Salazar, MK (Principal Investigator)                      8/1/95 to 8/31/                      20%  
*Evaluation of Workers' Compensation Case Management*, Washington State Department of Labor and Industries Interagency Agreement and Contract \$316,000.
- Salazar, MK (Principal Investigator)                      7/1/95 to 1/31/97                      5%  
*Development and Testing of Three Worksite Instruments to Identify Occupational Risks*, Washington State Department of Labor and Industries, Safety and Health Assessment and Research for Prevention (SHARP) Program, Interagency Agreement and Contract; \$37,773.

## Resume

M. Elizabeth Towner  
1120 Oak Knoll Drive, Ashland, OR 97520  
Phone: 541-488-6464. Email: [beth@jeffnet.org](mailto:beth@jeffnet.org)

### Education:

<u>Institution &amp; Location</u>	<u>Degree</u>	<u>Field/Study</u>
University of Texas, Austin, TX	PhD	Nursing/Administration
Indiana University, Indianapolis, IN	Cert	Family Nurse Practitioner
University of CA, San Francisco	MS	Nursing, Community Health
Duquesne University, Pittsburgh, PA	BSN	Nursing

### Professional Experience :

2006 to present: Educational Consultant

1999-2006: Professor, Western University of Health Sciences, College of Graduate Nursing, Pomona, CA

1992-95: Associate Professor and Coordinator, Statewide Nursing Program, California State University, Dominguez Hills, Carson, CA

1988-92: Professor and Dean, School of Nursing and Health, Southern Oregon University, Ashland, OR

1986-88: Associate Professor and Associate Dean, College of Nursing, University of Nebraska Medical Center, Omaha, NE

1984-86: Associate Professor and Assistant Dean, Baccalaureate Program, College of Nursing, The University of Texas at El Paso; El Paso, TX

1979- 1982: Program Director and Associate Clinical Professor, Primary Care Nurse Practitioner Program, University of California, San Diego, San Diego, CA

1973-79: Associate Professor and Family Nurse Practitioner. Boise State University, Kaiser Permanente, Happy Camp, CA, and Sonoma State University  
(Practiced as FNP & Taught FNP and Community Health)

### Recent Publications:

**Towner, E: *Safe Senior Mobility*, CA Division of Traffic Safety. (In development).**

**Towner, E. (2001). Principal writer, *CCNE Self Study*, Western University of Health Sciences, College of Graduate Nursing.**